

Strategies for Supporting SEL in Virtual Settings

Educators can use the strategies below to work toward meeting students' social-emotional needs in virtual settings. In a virtual setting, students are learning in very different conditions than they might be at home. These might include: increased demand for self-direction; balancing learning while caring for self and siblings; sharing physical space with family and potential for increased conflict; limited opportunities for social engagement (i.e., lunch, recess, extra-curricular activities); increased potential for isolation. Take time to talk with students, build empathy and better understand these conditions.

The strategies selected below aim to meet the needs of learners in these new conditions in a way that aligns to some or all of the [CASEL competencies](#) for SEL.



Self Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.



Self Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.



Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.



Responsible Decision Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Strategy	CASEL Competencies for Social-Emotional Learning					Ideas for Differentiating
						
Checking-In	●		●	●	●	<p>K-2: Use visual prompts or pictures to help students check-in and express how they feel (example: Zones of Regulation).</p> <p>3-5: Ask students to draw or choose an emoji that captures how they feel. If working synchronously, ask a few students to share. If students are working on their own, prompt them to share and discuss with a caregiver.</p> <p>6-12: Post a check-in question as a discussion in your LMS or in a shared document. This can be a way to build empathy at the start of a synchronous class or a way for students to connect asynchronously.</p>
Team Building			●	●	●	<p>K-2: Play the "Hey, me too!" game so students can learn more about their peers. Play during a whole group activity, or as students to complete it with a caregiver and share with the class.</p> <p>3-5: Create a "Yes, and!" story. Write it together during a virtual class or ask students to contribute asynchronously on a document.</p> <p>6-12: Create a challenge for the whole class to work and track progress toward together (for example: read 1,000 pages this week, take 100,000 steps this week, cook dinner for family!)</p>
Goal Setting	●	●			●	<p>K-2: Have students create one goal a week and share it with the class at the start of the week. The teacher can record the goals for each kid and check in on their progress throughout the week.</p> <p>3-5: Have students use a tool such as Flipgrid to record their goals for the week in each subject. Then at the end of the week students can reflect on their goals.</p> <p>6-12: Students create learning goals and make a "goal roadmap" that helps them reach their goals through small action steps.</p>
Class Discussions			●	●	●	<p>K-5: Using Zoom or Google Hangouts host virtual morning meetings or classroom meetings where students can share their feelings around different topics.</p> <p>3rd -12: Create a virtual wall for different discussion topics where students can post comments and respond to classmates using digital tools such as a discussion board built into an LMS like Google Classroom or Canvas, Padlet or Flipgrid.</p>
Role Playing & Modeling		●		●	●	<p>K-2: Read The Color Monster and create your own color monster of emotions or read Daniel Tiger and create your own picture books of emotions</p> <p>3-5: Create classroom virtual norms with your students and role play what they look like along with "what would you do scenarios."</p> <p>6-12: Create role playing challenges that students might be facing. Have students switch roles to raise awareness and empathy though thinking through how the person might feel.</p>

More SEL Resources

- [CASEL Core Competencies](#)
- [SEL Resources from Common Sense Media](#)
- [SEL Online Games and Activities](#)
- [Committee for Children - Activities](#)



Self Awareness



Self Management



Social Awareness



Relationship Skills



Responsible
Decision Making